

# Texas Education Agency Standard Application System (SAS)

<b>2017–2018 Perkins Reserve Grant</b>			
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>	
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 26 PM 1:28 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>	
<b>Application deadline:</b>	5:00 p.m. Central Time, October 26, 2017		
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494		
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060		

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Tyler ISD	212905		
Vendor ID #	ESC Region #		
1756002675	07		
Mailing address	City	State	ZIP Code
1319 Earl Campbell Parkway	Tyler	TX	75701
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Gary	D.	Brown	Tyler ISD Executive Director College & Career
Telephone #	Email address		FAX #
903-262-1026	gary.brown@tylerisd.org		903-526-0889
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Shannon	K.	Leisure	Tyler ISD CTE Coordinator
Telephone #	Email address		FAX #
903-262-1024	shannon.leisure@tylerisd.org		903-526-0889

### Part 2: Certification and Incorporation

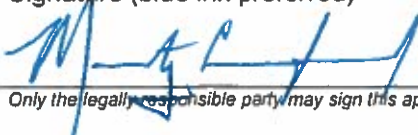
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name	M.I.	Last name	Title
Marty	L.	Crawford	Superintendent
Telephone #	Email address		FAX #
903-262-1001	marty.crawford@tylerisd.org		903-262-1000

Signature (blue ink preferred)

Date signed



October 23, 2017

Only the legally responsible party may sign this application.

701-17-103-107

RFA #701-17-103; SAS #269-18  
2017–2018 Perkins Reserve Grant

Page 1 of 35

**Schedule #1—General Information**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Tyler ISD initiated the effort and resources required to identify the needs, develop improvement strategies, and write this grant to provide supplemental funding resources which are aligned with the primary mission of the school district, which is to support successful student outcomes. Based on a comprehensive program evaluation and needs assessment, and subsequent identification of prioritized needs within our existing Career and Technology Education career pathways, the district is submitting an application to access Perkins Reserve Grant funding in Focus Area 3: CTE Health Sciences Career Cluster. If the district is awarded supplemental Perkins Reserve Grant funding, then the 1,300+ (and growing) students enrolled in CTE Health Science courses/career pathways will be positively impacted through improved instruction from well-trained teachers, increased opportunities for industry-based laboratory and work experiences, and greater access to certifications, postsecondary credit, and degrees. Grant funding to supplement and support gains in the prioritized areas of need will provide approximately 950 economically disadvantaged and a 135 limited English proficient students increased access, support, and employment opportunities in the high-demand/high-wage field of Health Science Careers/Nursing.

The Tyler ISD CTE Department utilized student performance outcomes, state and district goals and objectives, input and data from local industry, collaboration with postsecondary institutions of higher learning, and partnerships with local and regional workforce agencies and committees, to determine the following prioritized CTE needs:

1. Increased opportunities for students to participate in industry-based internships
2. Improved and targeted teacher training
3. Updated/upgraded clinical simulation laboratory
4. Increased opportunities for students to earn industry certifications
5. Increased opportunities for students to earn postsecondary credit

Tyler ISD is committed to providing the necessary support for students to be well-prepared for their transition to college, the workforce, or the military upon graduation. This includes the financial support and sustainability to ensure Career and Technical Education programs have the needed resources to meet the educational needs of all students in the present and future. The budget for this grant proposal was developed through a collaborative effort of school personnel, local business partners, and representatives of higher education to address the identified needs within the CTE Health Sciences program of study, as well as within the local workforce.

If awarded, the funds generated by this Perkins Reserve grant will supplement CTE Health Science programming for students attending Early College HS, John Tyler HS, RISE HS, and Robert E. Lee High HS.

\*\*\*Focus Area 3: CTE Health Science/Nursing/Pre-Med Career Cluster\*\*\*

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Tyler ISD has implemented a structured school governance model that focuses on successful student outcomes. As result, the district's goals are very closely aligned with that of the Texas Higher Education Coordinating Board 60x30TX Strategic Plan. The CTE prioritized needs that are identified and addressed in this grant proposal will have a positive impact on the attainment of state goals, district goals, and successful student outcomes in the present and future.

1. 60x30TX Goal 1: By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.
  - 1.1. Tyler ISD will expand CTE programs of study and career pathways to increase the number of students enrolled in an advanced health science program of study and for them to have more opportunities to earn certifications, licenses, and advanced degrees that will enable them to be employed in high-demand/high-wage occupations.
2. 60x30TX Goal 2: By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.
  - 2.1. Tyler ISD will expand CTE programs of study and career pathways to increase the number of students enrolled in an advanced health science program of study and for them to have more opportunities to earn certifications, licenses, and advanced degrees that will enable them to be employed in high-demand/high-wage occupations.
3. 60x30TX Goal 3: By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.
  - 3.1. Tyler ISD CTE students enrolled in an advanced health science program of study will receive clinical instruction and industry-based experiences that will give them marketable skills to successfully continue their education or begin their careers in their chosen field.
4. 60x30TX Goal 4: By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions of higher education.
  - 4.1. Tyler ISD CTE students enrolled in an advanced health science program of study will have the opportunity to earn dual credit at a reduced or free rate that may be applied toward advanced postsecondary degrees.
  - 4.2. Tyler ISD CTE students enrolled in an advanced health science program of study will have the opportunity to earn certifications that will enable them to be employed in high-demand/high-wage occupations while continuing their pursuit of advanced postsecondary degrees.

If awarded, Perkins Reserve Grant funds would be utilized to supplement the Tyler ISD CTE Health Science program through the implementation of the following items over the next three years:

1. Spring-Summer 2018
  - a. employ a Health Science Internship-Postsecondary Coordinator
  - b. upgrade clinical simulation laboratory
  - c. provide supplemental training and skill development for Health Science teachers
2. Fall 2018-Spring 2019
  - a. employ a Health Science Internship-Postsecondary Coordinator
  - b. provide supplemental training and skill development for Health Science teachers
3. Summer 2019-Spring 2020
  - a. employ a Health Science Internship-Postsecondary Coordinator

Tyler ISD is committed to the successful student outcomes outlined in this grant proposal. The information provided in this grant application completely and accurately answers and addresses all statutory and TEA requirements.

\*\*\*Focus Area 3: CTE Health Science/Nursing/Pre-Med Career Cluster\*\*\*

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By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$25,000	\$0	\$25,000	\$25,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$10,000	\$0	\$10,000	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$10,000	\$0	\$10,000	\$5,000
Schedule #11	Capital Outlay (6600)	6600	\$29,504	\$0	\$29,504	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$74,504</b>	<b>\$0</b>	<b>\$74,504</b>	<b>\$30,000</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$74,504
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3,725

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<b>Schedule #7—Payroll Costs (6100)</b>					
County-district number or vendor ID: 212905			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide			\$0	\$0
3	Tutor			\$0	\$0
<b>Program Management and Administration</b>					
4	Project director			\$0	\$0
5	Project coordinator			\$0	\$0
6	Teacher facilitator			\$0	\$0
7	Teacher supervisor			\$0	\$0
8	Secretary/administrative assistant			\$0	\$0
9	Data entry clerk			\$0	\$0
10	Grant accountant/bookkeeper			\$0	\$0
11	Evaluator/evaluation specialist			\$0	\$0
<b>Auxiliary</b>					
12	Counselor			\$0	\$0
13	Social worker			\$0	\$0
14	Community liaison/parent coordinator			\$0	\$0
<b>Other Employee Positions</b>					
21	Health Science Internship-Postsecondary Coordinator	0	2	\$25,000	\$25,000
22				\$0	\$0
23				\$0	\$0
24	Subtotal employee costs:			\$25,000	\$25,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	Substitute Pay			\$0	\$0
26	Professional staff extra-duty pay			\$0	\$0
27	Support staff extra-duty pay			\$0	\$0
28	Employee benefits			\$0	\$0
29	Tuition remission			\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$25,000</b>	<b>\$25,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>			
County-district number or vendor ID: 212905		Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
<b>Professional and Contracted Services Requiring Specific Approval</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Match</b>
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:	\$	\$
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$	\$
<b>Professional and Contracted Services</b>			
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>	<b>Match</b>
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		\$	\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>			
County-District Number or Vendor ID: 212905		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$10,000	\$0
Grand total:		\$10,000	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 212905		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$10,000	\$5,000
Grand total:		\$10,000	\$5,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>					
County-District Number or Vendor ID: 212905			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2	Microsoft Surface 3 Tablets	24	\$400	\$9,600	\$0
3	Protective Cases for Tablets	24	\$39	\$936	\$0
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19	Obesity, Diabetes, & High Blood Pressure Displays	3	\$403	\$1,209	\$0
20	Intramuscular Leg Injection Model/Simulators	3	\$1,895	\$5,685	\$0
21	Intramuscular Arm Injection Model/Simulator	1	\$5,250	\$5,250	\$0
22	Life/Form Arm Circulation Pump	4	\$439	\$1,756	\$0
23	Advanced Venipuncture Arm	2	\$635	\$1,270	\$0
24	Combo Microhematocrit & Test Tube Centrifuge	1	\$1,749	\$1,749	\$0
25	12 Channel ECG Machine with Interpretation	1	\$1,449	\$1,449	\$0
26	Tablet Charging/Storage Station	1	\$600	\$600	\$0
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$29,504</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	948	71.9%	District – 63.3%
Limited English proficient (LEP)	134	10.2%	District – 23.5%
Attendance rate	NA	NA	District – 95.6%
Annual dropout rate (Gr 9-12)	NA	NA	District – 1.3%
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	10	83.3%	Majority of Health Science teachers from industry
6-10 Years Exp.	1	8.3%	
11-20 Years Exp.	1	8.3%	CTE Health Science Lead Teacher
20+ Years Exp.	0	0%	
No degree	0	0%	
Bachelor's Degree	11	91.7%	
Master's Degree	0	0%	
Doctorate	1	8.3%	Doctor of Chiropractic

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										300	381	320	318	1319

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										2	3	3	4	12

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Tyler ISD Career and Technical Education program is routinely evaluated in the areas of student participation, student performance, teacher effectiveness, college and career readiness, and goal progress. Specific areas in need of improvement are identified and prioritized based on their correlation to local goals, and state and federal accountability systems and measures based on data collected and subsequent gaps that are identified in the following areas:

- Number of high school students enrolled in any CTE cluster/career pathway and in each specific CTE cluster/career pathway
- Number of certifications, postsecondary credit, internships, and externships generated by students enrolled in any CTE cluster/career pathway and in each specific CTE cluster/career pathway
- Number of high school graduates enrolled in any CTE coherent cluster/career pathway and in each specific CTE cluster/career pathway who continue their educational pursuit beyond high school
- Number of projected high-demand/high-wage jobs projected to be added to the local economy
- Number of years of experience and level of expertise of the teaching faculty who will be instructing the CTE Health Science students
- Number of high school students who are employed in high-demand/high-wage jobs within 2 and 4 years of graduation

The educational and workforce data and projections utilized to identify and prioritize targeted needs within the Tyler CTE program of study were provided by and determined in conjunction with the following local educational and industry partners and organizations: CHRISTUS Trinity Mother Frances Health System, East Texas Medical Center, Texas College, Texas Spine & Joint Hospital, Tyler Area Partnership for Education, Tyler Economic Development Council, Tyler ISD CTE Health Science Advisory Board, Tyler Junior College, University of Texas at Tyler, and University of Texas Health Science Center at Tyler.

**Tyler Economic Development Council Labor Market Profile for Workers in Smith County (2016)**

Total Civilian Workers in Smith County: Approximately 102,000

Age: <30 - 24.9% ... 30-54 - 53.1% ... >54 - 22%

Annual Earnings: <\$15,000 - 27.3% ... \$15,000-\$40,000 - 36.8% ... >\$40,000 - 35.9%

Education: Some college/Associate degree - 25.5% ... Bachelor/advanced degree - 16.9%

Industry Employment: Health Care - 25.4% ... Retail - 12.2% ... Food Services & Lodging - 9.1%

**Texas Workforce Commission (TWC) Labor Market & Career Information (LMCI) East Texas Occupational Data**

Top-ranked growth occupations in East Texas making above the median wage of \$34,550 for the period 2014-2024:

#1 - Registered Nurse - 10,815 projected openings, with an annual salary of \$59,850

#5 - Licensed Practical/Vocational Nurses - 3,815 projected openings, with an annual salary of \$41,584

There were no industry-based internships completed by TISD CTE Health Science students during the 2016-2017 school year. Providing industry-based internship opportunities for our advanced CTE Health Science students has been determined to be the department's top prioritized need, followed by: 2. supplemental teacher training, 3. upgraded clinical simulation laboratory, 4. increased certification opportunities, and 5. greater student access to academic and technical dual credit courses as they relate to earning advanced licenses and degrees.

\*\*\*Focus Area 3: CTE Health Science/Nursing/Pre-Med Career Cluster\*\*\*

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<b>Industry Internships</b> - The need exists to provide a CTE Health Science Internship-Postsecondary Coordinator to develop, monitor, supervise, and track industry experiences in the field of health science occupations to increase the number and quality of real-world and P-TECH learning opportunities provided to high school CTE Health Science students.	The awarding of Perkins Reserve Grant funds will allow Tyler ISD to provide a diversified foundational program of study in the field of health science careers by providing more opportunities for CTE Health Science students to participate in industry-based and postsecondary learning experiences.
2.	<b>Teacher Training</b> - The need exists to provide supplemental teacher training for existing and future CTE Health Science courses to support improved student academic and certification performance. Eight of the twelve (67%) currently employed CTE teachers have less than 2 years of teaching experience.	The awarding of Perkins Reserve Grant funds will allow Tyler ISD to provide supplemental training opportunities and skill development for health science instructors, which will enable them to deliver the best possible instruction to students enrolled in CTE Health Science courses and career pathways.
3.	<b>Clinical Simulation Laboratory</b> - The need exists to update our current Health Science laboratories to provide state-of-the art, hands-on, clinical simulation health science experiences for high school CTE Health Science students that will enhance and improve their certification and industry-based field experience preparation and opportunities.	The awarding of Perkins Reserve Grant funds will allow Tyler ISD CTE students enrolled in advance health science courses to experience hands-on, industry-based learning through access to industry-related models, lab equipment, technical equipment, diagnostic equipment, computers and software that may otherwise be unavailable.
4.	<b>Industry Certifications</b> - The need exists to provide greater access and support for attainment of industry-related certifications for high school students enrolled in a CTE Health Sciences career pathway.	The awarding of Perkins Reserve Grant funds will allow Tyler ISD CTE Health Science students to receive improved instruction and greater access to the following certifications: Certified Nurse Aide/Assistant (CNA), Certified Patient Care Technician (CPCT), Clinical Medical Assistant (CMA), EKG Technician, and Pharmacy Technician.
5.	<b>Postsecondary Credit/Continuation</b> - The need exists to increase access to academic and technical college credit courses to support high school CTE Health Science students who choose to pursue postsecondary educational opportunities during high school and after graduation as part of a larger shift to providing more P-TECH opportunities.	The awarding of Perkins Reserve Grant funds will allow Tyler ISD CTE Health Science students greater access to academic and technical college credit courses to expedite their earning of certifications and licenses, as well as completion of advanced degrees, including, but not limited to the following degrees: Associate Degree in Nursing, Bachelor of Science in Nursing, Master of Science in Nursing, and Doctor of Philosophy in Nursing.

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Schedule #14—Management Plan				
County-district number or vendor ID: 212905			Amendment # (for amendments only):	
<b>Part 1: Staff Qualifications.</b> List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	CTE Internship Coordinator	<ul style="list-style-type: none"> <li>CTE Health Science teacher experience (minimum 3 years experience)</li> <li>Ability to develop and supervise workplace internships for CTE students</li> </ul>		
2.	CTE Coordinator	<ul style="list-style-type: none"> <li>Administrator certification</li> <li>CTE teacher or HS administrator experience (preferred)</li> </ul>		
3.	CTC Director	<ul style="list-style-type: none"> <li>Administrator certification</li> <li>CTE teacher or HS administrator experience (preferred)</li> </ul>		
4.	CTE Counselor	<ul style="list-style-type: none"> <li>Counselor certification</li> <li>CTE and/or HS experience preferred</li> </ul>		
5.	Executive Director of College & Career	<ul style="list-style-type: none"> <li>Administrator certification</li> <li>CTE teacher or HS administrator experience (preferred)</li> </ul>		
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Hire a Health Science Internship-Postsecondary Coordinator to increase internship opportunities for students	1. Position posted, applicants screened, and interviews conducted	01/01/2018	01/31/2018
		2. Recommend for hire or appointment a qualified candidate to fill the position	02/01/2018	02/28/2018
		3. Internship-Postsecondary Coordinator is hired or appointed and begins employment	03/01/2018	03/31/2018
2.	Health Science teachers participate in supplemental training to support an integrated Health Science curriculum	1. Teacher supplemental training, collaboration, and instructional implementation	01/03/2018	06/30/2018
		2. Teacher supplemental training, collaboration, and instructional implementation	07/01/2018	12/31/2018
		3. Teacher supplemental training, collaboration, and instructional implementation	01/01/2019	6/30/2019
3.	Upgrade/update equipment in the Health Sciences clinical simulation laboratory	1. Create purchase orders to order supplemental clinical laboratory equipment	12/01/2017	12/15/2017
		2. Integrate and utilize supplemental clinical laboratory equipment upon delivery	01/15/2018	05/31/2020
4.	Provide greater access and support for attainment of industry-related Health Science certifications	1. Administration of certification exams and evaluation of student performance results	03/01/2018	05/31/2018
		2. Administration of certification exams and evaluation of student performance results	03/01/2019	05/31/2019
		3. Administration of certification exams and evaluation of student performance results	03/01/2020	05/31/2020
5.	Increase dual credit course offerings for students to earn college credit	1. Students enrolled in BIOL 2404 (Intro to A&P) & HITT 1305 (Medical Terminology) for 2018-19	03/01/2018	07/31/2018
		2. Students enrolled in BIOL 2401/2402 (A&P I/II) & HPRS 1105/1201 (Health Careers/Ethics)	03/01/2019	07/31/2019
<b>Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.</b>				
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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Specific short-term and long-term CTE goals, strategies and progress monitoring measures are developed collaboratively with all stakeholders. Progress monitoring data is utilized to modify campus, department, and district improvement plans as needed and results are shared with students, teachers, parents, administrators, school board trustees, industry partners, higher education partners, and community members.

**City of Tyler**

- Chamber of Commerce Business Education Council
- Tyler Area Partnership for Education (TAP4E)

**Tyler Independent School District**

- Tyler ISD Board of Trustees
- District Improvement Committee and Plan

**Tyler ISD Career and Technical Education Department**

- CTE Executive Advisory Committee
- CTE Industry Advisory Committees
- CTE Strategic Plan
- Campus Improvement Committees and Plans

\*\*\*Focus Area 3: CTE Health Science/Nursing/Pre-Med Career Cluster\*\*\*

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Tyler ISD is engaged in a variety of continuous improvement efforts in all aspects of the education process. The specific area of CTE Health Sciences outlined in this Perkins Reserve Grant proposal is very closely aligned with improvement efforts in other CTE career pathways. Tyler ISD is focused on successful student outcomes, which translates into continuous improvement efforts in all aspects of the CTE program, but more specifically as it relates to the grant proposal, in relationship to certifications, internships, postsecondary education, and college and career readiness for students. Perkins Reserve Grant funds utilized to supplement the CTE Health Science program will result in greater efficiency and implementation of best practices in other areas of the CTE Department.

Tyler ISD has consistently demonstrated a commitment to the success of the specific measures outlined in this grant proposal, as well as to the Career and Technical Education program as a whole. This commitment and focus on successful students outcomes within the CTE program is not contingent upon receiving Perkins Reserve Grant funding.

As milestones are achieved and goals are attained the students, teachers, program, learning partners, and industry partners will be recognized and celebrated both privately and publicly. This is truly a collaborative effort.

\*\*\*Focus Area 3: CTE Health Science/Nursing/Pre-Med Career Cluster\*\*\*

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Internship-Postsecondary Coordinator maintains and shares records with appropriate staff members	1.	Number and type of industry experiences
		2.	Number and type of student participation
		9.	Number of students employed as a result of the program
2.	CTE Coordinator maintains and shares records with appropriate staff members	3.	Number and kind of teacher collaboration/training opportunities
3.	CTE Counselor maintains and shares records with appropriate staff members	8.	Number of participating students making progress toward graduation
		13.	Number and percentage of participating at-risk students
		14.	Number and percentage of participating non-traditional students
4.	CTE Coordinator maintains and shares records with appropriate staff members	4.	Number of related PER certifications earned by participating students
		5.	Number of participating students earning related PER certifications
		6.	Number of related certifications earned by participating students
		7.	Number of participating students earning related certifications
5.	CTE Counselor maintains records and shares with appropriate staff members	10.	Number & kind of student learning opportunities provided by institutions
		11.	Number of strategic partnerships who provided related program of study
		12.	Average number of college credit hours earned per student

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data for each performance indicator will be collected and maintained by assigned personnel and then shared with appropriate staff members at the beginning and end of each regular school semester to determine the progress in each targeted area. Accounting for the following two primary factors are critical in this process:

1. Number and percentage of students who are included in the pre-semester data compared to those who are excluded or deemed to be unsuccessful in the post-semester data. (success rate)
2. Number and percentage of students who are included in the post-semester data compared to those who are included in the subsequent pre-semester data collection. (growth/attrition rate)

Based on a review of the data by CTE administration and the CTE Health Science Advisory Board, determinations will be made on the overall progress being made in each designated performance indicator. Improvement strategies will be developed through a collaborative effort of the CTE administration and Health Science faculty and implemented for any indicator area that is not showing progress/improvement.

The district will utilize local funds to conduct ongoing internal evaluations, and external evaluations if deemed necessary, of the program of study outlined in this grant proposal.

\*\*\*Focus Area 3: CTE Health Science/Nursing/Pre-Med Career Cluster\*\*\*

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Utilizing workforce and occupational projection data for the ten-year period 2014-2024 for the East Texas region and state of Texas, two of the top five high-wage occupations most in demand were found to be in the career pathway of Health Science/Nursing.

**Tyler EDC Labor Market Profile for Workers in Smith County**

- Total Civilian Workers in Smith County: Approximately 102,000 workers
- Age: <30 - 24.9% ... 30-54 - 53.1% ... >54 - 22%
- Annual Earnings: <\$15,000 - 27.3% ... \$15,000-\$40,000 - 36.8% ... >\$40,000 - 35.9%
- Education: Some college/Associate degree - 25.5% ... Bachelor/advanced degree - 16.9%
- Industry Employment: 1. Health Care - 25.4% 2. Retail - 12.2% 3. Food Services & Lodging - 9.1%

**Texas Workforce Commission (TWC) Labor Market & Career Information (LMCI)**

Top 5 occupations in the East Texas region making above the Texas median wage of \$34,550 ranked according to the projected number of jobs added due to growth for the period 2014-2024:

1. Registered Nurse - \$59,850 annual salary / 10,815 projected statewide job growth
2. Farmers, Ranchers, Agricultural Managers - \$46,552 annual salary / 6,110 projected statewide job growth
3. Heavy and Tractor-Trailer Truck Drivers - \$39,536 annual salary / 7,085 projected statewide job growth
4. Elementary School Teachers - \$44,730 annual salary / 6,480 projected statewide job growth
5. Licensed Practical/Vocational Nurses - \$41,584 annual salary / 3,815 projected statewide job growth

**Tyler ISD CTE Health Science Advisory Board**

Dialogue at regularly scheduled meetings and electronic communication among committee members have revealed the local job growth projections for the Northeast Texas Region, of which Tyler is the primary health services hub, show the actual job deficits in the areas of professional nursing to be greater than anticipated. Discussions with leaders from Tyler Junior College and The University of Texas at Tyler at Tyler have demonstrated deficits at every level in the availability of internships for high school and postsecondary students.

**Tyler ISD**

With more than 1,300 high school students (approximately 25% of all Tyler ISD high school students) enrolled in CTE Health Science courses during the 2017-2018 school year it is evident the numbers exist to fill the workforce deficits that have been identified. Through collaboration with local businesses and institutions of higher learning, Tyler ISD will provide students increased internship opportunities, improved instruction through supplemental teacher training, upgraded health science laboratories, greater access to certifications, and more opportunities for them to earn college credit.

\*\*\*Focus Area 3: CTE Health Science/Nursing/Pre-Med Career Cluster\*\*\*

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Tyler ISD students enrolled in the CTE Exploring Careers classes in the 8<sup>th</sup> grade will investigate high-demand/high-wage occupations, of which careers in health science/medicine will be included.

Through collaboration with postsecondary and industry partners a complete and thorough program of study in the Health Sciences career pathway has been developed to meet the needs of both the students of Tyler ISD and the employers of local health services workers. Through the expansion and supplementation of the CTE Health Science program, Tyler ISD students will be given the opportunity to earn CTE/HS credit, earn technical dual credit, earn academic dual credit, attain marketable skills, pass required examinations, earn certifications, earn endorsements, gain industry experience, and earn advanced degrees according to the following progression:

- Principles of Health Science HS Course - - Tyler ISD
- Medical Terminology Dual Credit Course - - Tyler ISD/Tyler Junior College
- Health Science Theory HS Course - - Tyler ISD
- Health Science Clinical HS Course - - Tyler ISD
- Pharmacology HS Course - - Tyler ISD
- Practicum in Health Science HS Course - - Tyler ISD
- Extended Practicum in Health Science HS Course - - Tyler ISD
- Certified Nurses Assistant Certification - - Tyler ISD
- Medical Assistant Certification - - Tyler ISD
- Patient Care Technician Certification - - Tyler ISD
- Pharmacy Technician Certification - - Tyler ISD
- EKG Technician Certification - - Tyler ISD
- Emergency Medical Technician Certification - - Tyler ISD/Tyler Junior College
- Respiratory Therapist Certification - - Tyler Junior College
- Licensed Vocational Nurse - - Tyler Junior College
- Associate Degree in Nursing - - Tyler Junior College
- Bachelor of Science Degree in Nursing - - University of Texas at Tyler
- Master of Science Degree in Nursing - - University of Texas at Tyler
- Family Nurse Practitioner Degree - - University of Texas at Tyler
- Doctor of Philosophy in Nursing Degree - - University of Texas at Tyler (online)

If awarded, Perkins Reserve Grant funds will supplement and enhance the program of study outlined above.

\*\*\*Focus Area 3: CTE Health Science/Nursing/Pre-Med Career Cluster\*\*\*

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

**Tyler ISD/Tyler JC Health Sciences Academic & Technical Credit Crosswalk - - Associate Degree in Nursing**

	High School CTE Course	High School Academic Course	College Credit Course
High School	Principles of Health Science	Biology	HPRS 1105/1201 (Careers/Ethics)*
	Medical Terminology	Chemistry	HITT 1305 (Medical Terminology)*
	Health Science Theory	Scientific R&D / AP Biology	BIOL 2404 (Intro to A&P)*
	Health Science Clinical	English III	ENGL 1301/1302 (Composition I/II)*
	Practicum in Health Science	Anatomy & Physiology	BIOL 2401/2402 (A&P I/II)*
	Ext. Practicum in Health Science	Psychology	PSYCH 2301 (General Psychology)*
		US History	HIST 1301/1302 (US History I/II)*
		English IV	ENGL 2332/2333 (Literature I/II)
		Government	GOVT 2305 (Federal Government)
		Economics	ECON 2301 (Macroeconomics)
		Statistics	MATH 1442 (Elementary Statistics)*
Postsecondary		BIOL 2420 (Microbiology)*	
		RNSG 1216 (Nursing Competencies)*	
		RNSG 1128 (Intro to Health Care)*	
		RNSG 1430 (Health Care Concepts I)*	
		RNSG 1125 (Nursing Concepts I)*	
		RNSG 1161 (Clinical I / RN)*	
		RNSG 1533 (Health Care Concepts II)*	
		RNSG 1126 (Nursing Concepts II)*	
		RNSG 2362 (Clinical II / RN)*	
		PSYCH 2314 (Growth & Development)*	
		RNSG 1538 (Health Care Concepts III)*	
		RNSG 1137 (Nursing Concepts III)*	
		RNSG 2363 (Clinical III / RN)*	
		RNSG 2539 (Health Care Concepts IV)*	
		RNSG 2138 (Nursing Concepts IV)*	
		RNSG 2360 (Clinical IV / RN)*	
*College course required for Associate Degree in Nursing (ADN/RN)			

\*\*\*Focus Area 3: CTE Health Science/Nursing/Pre-Med Career Cluster\*\*\*

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

**Local Postsecondary Educational Partners:**

- Tyler Junior College
- Texas College
- University of Texas at Tyler

**Local Industry Partners (Health Science):**

- CHRISTUS Trinity Mother Frances Health System
- East Texas Medical Center
- Texas Spine & Joint Hospital
- University of Texas Health Science Center at Tyler

**Local Partner Organizations:**

- Tyler Chamber of Commerce Business Education Council
- Tyler Area Partners for Education (TAP4E)

\*\*\*Focus Area 3: CTE Health Science/Nursing/Pre-Med Career Cluster\*\*\*

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Texas Spine & Joint Hospital has proven to be a very valuable partner in the overall process of continuous improvement within the Tyler ISD CTE Health Science Department. The district will continue to grow this working relationship through the redesign and development of the associated curriculum and internships to support successful student outcomes in CTE Health Science courses and career pathway. Professionals from Texas Spine & Joint Hospital will continue to serve on the Tyler ISD CTE Health Science Advisory Committee and engage with teachers and students at their facility and on district secondary campuses.

\*\*\*Focus Area 3: CTE Health Science/Nursing/Pre-Med Career Cluster\*\*\*

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The four pillars of student success currently in place within the Tyler ISD Career & Technical Education Department focus on certifications, internships, career and technical student organizations, and dual credit. If grant funds are awarded, these pillars will remain in place to serve as a framework for the continuation of current programming and the planning, development, and implementation of future CTE programming. Upon completion of the grant cycle the programs that have been supplemented and enhanced will continue to fit within the overall continuous improvement efforts of the department and the district.

Collaboration and support from local community and business partners who share a vested interest in the growth and success of our students and local economy will provide the stability to sustain the key elements outlined in this grant proposal. In 2013 the local taxpayers approved a \$25 million bond proposal to construct a state-of-the-art Career and Technical Education Center within the city limits of Tyler. The facility opened in August 2015 and currently serves more than 1,200 advanced high school CTE students on a daily basis. In 2017 the local taxpayers approved, by an overwhelming margin of 83%, a \$198 million bond proposal to completely renovate and remodel John Tyler High School and Robert E. Lee High School, which will provide additional CTE instructional facilities for students in the near future. The community has repeatedly demonstrated support for our schools and educational program and will continue to provide the local support to sustain the growth of the overall CTE program, specifically the Health Science program that is outlined in this grant proposal.

Finally, the local school board and district administration have demonstrated their commitment to the growth and success of the Career and Technical Education program in Tyler ISD through the allotment of extensive local funds above and beyond what is required by statute. Barring unforeseen circumstances, this additional local funding will remain in place to help ensure the sustainability of the CTE program outlined in this grant proposal.

\*\*\*Focus Area 3: CTE Health Science/Nursing/Pre-Med Career Cluster\*\*\*

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

- Certified Nurses Assistant Certification - - Tyler ISD
- Medical Assistant Certification - - Tyler ISD
- Patient Care Technician Certification - - Tyler ISD
- Pharmacy Technician Certification - - Tyler ISD
- EKG Technician - - Tyler ISD
- Emergency Medical Technician Certification - - Tyler ISD/Tyler Junior College
- Licensed Medical Laboratory Technician - - Tyler Junior College
- Licensed Vocational Nurse - - Tyler Junior College
- Respiratory Therapist Certification - - Tyler Junior College
- Associate Degree in Nursing - - Tyler Junior College
- Bachelor of Science Degree in Nursing - - University of Texas at Tyler
- Master of Science Degree in Nursing - - Univerity of Texas at Tyler
- Family Nurse Practitioner Degree - - University of Texas at Tyler
- Doctor of Philosophy in Nursing Degree - - University of Texas at Tyler (online)

\*\*\*Focus Area 3: CTE Health Science/Nursing/Pre-Med Career Cluster\*\*\*

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 212905

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

The awarding of a Perkins Reserve Grant for the purposes outlined in this grant proposal will have benefits that will extend beyond the scope of this program to complement other existing and emerging CTE programs of study. Providing industry-based internships is a cornerstone of the Tyler ISD Career and Technical Education program. The growth and progress demonstrated in the area of internships developed through the implementation of the program outlined in this grant proposal will serve as a model for other career clusters and pathways, such as the ones listed below:

1. Architecture & Construction
2. Education & Training
3. Hospitality & Tourism
4. Information Technology
5. Public Safety & Security
6. Science, Technology, Engineering & Mathematics

First, the valuable experience and expertise gained by the Health Science Internship-Postsecondary Coordinator through the implementation of the program outlined in this grant proposal will be shared with teachers, counselors, administrators, and business partners to assist and support them in the development of similar experiences for students pursuing other career pathways.

Second, the addition of dual credit courses in the area of Health Sciences and subsequent success of the students enrolled in these courses will hopefully serve as the impetus to add additional dual credit offerings in other academic and technical credit areas.

Third, the nature of competition is such that expansion and improved student performance in the area of CTE Health Science will challenge students, teachers, administrators, and business partners, in other CTE programs of study to develop and implement strategies to support improved student performance in their specific areas. Success breeds success.

\*\*\*Focus Area 3: CTE Health Science/Nursing/Pre-Med Career Cluster\*\*\*

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 212905

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 212905

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including <b>high school equivalency</b> (HSE) and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 212905

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 212905

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 212905

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 212905

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 212905

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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On this date:

Via telephone/fax/email (circle as appropriate)

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